**Week One- Part 1.5 – Reflection on Technology Leadership Standard 1**

**Self-Learning**

“Educators are more likely than ever before to acquire at least some basic technology proficiencies outside of the school environment” (Williamson & Redish, 2009, pg. 19). “In addition to more exposure to technology in their personal lives, educators now have more formal opportunities to learn about technology” (Williamson & Redish, 2009, pg. 19). Despite the fact that this is true for me as well as other teachers, it is imperative that technology skills be better mastered for the sake of our students. “In TF/TL Standard I: Technology Operations and Concepts, technology facilitators and leaders ensure that their colleagues possess the fundamental understanding and skills needed to operate specific technologies and understand the concepts associated with technology use” (Williamson & Redish, 2009, pg. 17). With this in mind I have tried to focus more on technology when meeting and planning with the teachers that I work with.

It has amazed me how some teachers are eager to learn new strategies and others want nothing to do with it. Professional development in the area of technology has been very poor. The training that most have received is usually an action packed day and generally no follow-up support. I have tried to provide the continual support that teachers need to become more comfortable with technology in the classroom. I have also researched and requested additional technology supplements for our teachers in the area of hardware and software. The district has recently added Edusmart and Eduphoria as technological tools for teachers to use. There is also Skyward school administration software for teachers to use.

**Learn as a Learner**

I have always been interested in technology since my high school days of programming in BASIC on the old TRS 80. I began my college career as a computer science major but decided that I did not want to spend my time programming. I truly wish technology specialization would have been an option in education at the time.

My current job required that I obtain a master’s degree and I was excited to learn of the new Master in Educational Technology Leadership degree from Lamar. To be able to share the knowledge that I have with others and help them to become more confident with technology applications is exciting to me. I have also come to realize how vital it is for our students that we incorporate more technology into the classroom. “’Every time I go to school I have to power down,’ complains a high-school student. Is it that Digital Natives *can’t* pay attention, or that they *choose not to*? Often from the Natives’ point of view their Digital Immigrant instructors make their education *not worth* paying attention to compared to everything else they experience – and then they blame them for not paying attention” Prenksy, M.(2001). We can’t afford to lose student’s interest as well as desire to learn. The world is changing exponentially. Our students must be able to compete in a highly competitive world that even now we cannot imagine the job opportunities that await.

I believe that through this program I have become a better listener and leader. These skills are essential for me to accomplish the goal of having more technology offered in the classroom by addressing teacher’s requests and concerns. Standard I activities in my intern plan has helped me to accomplish this.

**Learn as a Learner**

I have learned that I am truly a digital immigrant; I have been humbled in my assessment of technological knowledge. My background of technology use has been extremely helpful and I meet and seek new challenges to further my competencies in technology and its uses. I am committed to helping other teachers become competent in using technology in our classrooms. We are teaching students that have been born with a cell phone in their hand (texting), mp3 players, DVR, internet (social networks), and many other technological devices. They crave new and innovative ideas for education.

I have challenged myself to help teachers see that our students’ success in the professional world will revolve around technology. Already many companies are not traveling for collaboration but using SKYPE and other such mediums to communicate across large distances.

Our district is seeing this as an important issue to address and is working hard to provide the infra-structure for technology. They are purchasing technological tools such as smart boards and Qwizdom responders for teacher’s use. The problem is that professional development is not being offered to teachers so that they feel comfortable in implementing this technology, so often it goes unused. As Price stated, “Schools acquired technology with the blind faith that it would improve teaching and learning without quite knowing that it would” (2005, p53).

I have learned that technology is a tool that can be used to make differentiation easier. With the variety of students in the classroom and NCBL it is more important than ever to utilize the most effective efficient resources that we have at our disposal to help reach all students and technology is the key.

**Lifelong Learning Skills**

Completing this program I have learned how to seek a professional learning community to support my learning and provide an example for me to use when establishing a professional learning community of the teachers I am helping. I have learned the importance of never assuming too much. It is important to provide concise step-by-step instructions that are well thought out and rehearsed so that there is no room for misunderstanding. I have also learned that I tend to talk too fast and do not give enough wait time between steps and for questions. I have worked very hard on slowing down and giving teachers time to process steps and information before moving on. Slowly teachers are coming voluntarily to me for help with technology issues. They are comfortable in asking questions and clarification. If I do not know the answer or cannot resolve their problem they know that I will seek help and get back to them as soon as possible.

Time seems to be the greatest challenge. It is hard to get to the teachers during their conference time. Due to budget cuts, our district has canceled the day long planning time that we previously enjoyed. Now all campuses will plan during the school day in short two hour blocks. It will be possible for me to join in on planning once in a while as I will have six grade levels on three different campuses to try to reach during these times that will be scheduled every three weeks.

**References**

Prensky, M. (2001). Digital natives, digital immigrants: Part 1. *On the Horizon*, *9*(5), 1-6.

Price, B. (2005). Who’s in control of the technology-integrated school? *Principal Leadership*, *6*(1), 51-56.

Williamson, J., & Redish, T. (2009). ISTE's Technology Facilitation and Leadership Standards: What Every K-12 Leaders Should Know and Be Able to Do. Eugene: International Society for Technology in Education.